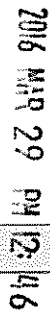

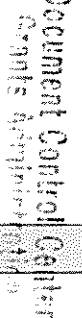


**Texas Education Agency  
Standard Application System (SAS)**

2016–2017 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1		
<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	<div style="text-align: center;">Place date stamp here.</div> <div style="text-align: center;">      </div>
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency  1701 North Congress Ave  Austin, TX 78701-1494 </div>	
<b>Contact information:</b>	21stCentury@tea.texas.gov	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Amendment #	
Communities In Schools of the Dallas Region	N/A		
Vendor ID #	ESC Region #	DUNS #	
17520441175	10,11	784875924	
Mailing address	City	State	ZIP Code
1341 W Mockingbird Lane suite #1000E	Dallas	TX	75247

**Primary Contact**

First name	M.I.	Last name	Title
Judith		Allen-Bazemore	Executive Director
Telephone #	Email address		FAX #
214-827-0955	juditha@cisdallas.org		214-827-2198

**Secondary Contact**

First name	M.I.	Last name	Title
Adrienne		Simmons	Director of Finance
Telephone #	Email address		FAX #
214-827-0955	adriennes@cisdallas.org		214-827-2198

**Part 2: Certification and Incorporation**

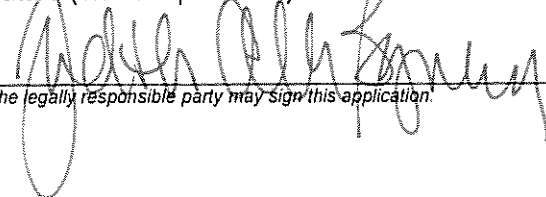
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Judith		Allen-Bazemore	Executive Director
Telephone #	Email address		FAX #
214-827-0955	juditha@cisdallas.org		214-827-2198

Signature (blue ink preferred)

Date signed



3/24/2016

*Only the legally responsible party may sign this application.*

**701-16-102-130**

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 08/16

End date (MM/DD): 07/31

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	17520441175 Dallas	Judith Allen Bazemore	214-827-0955 juditha@cisdallas.org	\$ 128,800
<b>Member Districts</b>				
2.	057912 Irving ISD	Adam Grinage	Telephone number Email address	\$240,900
3.	043910 Plano ISD	Mark Allen	Telephone number Email address	\$40,150
4.	057903 Carrollton-Farmers Branch	Name	Telephone number Email address	\$40,150
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				<b>\$450,000</b>

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	N/A	N/A	N/A
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Communities In Schools Dallas Region (CISDR or CIS) Program is based on the premise that every child deserves a chance at academic success. More often than not, students fail due to tertiary issues that are beyond their control, but the strongest indicator of their future in school, is how they are addressed, when and where. The CIS approach is one that addresses all factors that influence how a child reacts to those stimuli – by extending the reach of the teacher and school counselor, often times, that includes bridging interventions that are in place during the school day to out of school time. Since 1985, CISDR has developed a relationship with the local community - business, educational, social among others, becoming known for the organization's school based outcome and impact measures, while a school based partnership with local school districts.

In 2014, CISDR expanded the daytime prevention/intervention measures to include before, after and weekend initiatives to assist in the retention strategies put in place by campus faculty. In doing so CISDR engaged in the specialty area of the local 3<sup>rd</sup> party Out of School Time organization, Dallas After School Network. As a client, CISDR receives not only evaluative support, but also curriculum, safety and client satisfaction audits to ensure quality services and outcomes. In the current educational climate, evidence based practices are necessary in implementing relevant and rigorous interventions. A 2009 Duke University study found that of the students who "drop out" of school, 4% do so as a result of academic failure. The balance give up on their educational careers because life becomes too overwhelming to continue with school as a priority. Those are the students often labeled as "at-risk" with issues such as familial crisis, lack of preparation due to poverty, teen pregnancy, history of disciplinary issues, etc. In the state of Texas, those students are listed under Texas Education Code 29.081, and the targeted clientele of the CIS program. CIS of the Dallas Region is one of 27 affiliates in the state, and Texas one of 26 states with a Communities In Schools presence. The mission throughout is the same; to surround students with a community of support. Every Texas CIS affiliate receive a combination of state compensatory education and federal funding, towards their annual budget, with a needs to renew via a competitive grant application process. The Texas Legislative Budget Board provides mandate to which every grant recipient adheres; every CIS student ends the school year with improvements in academics (85% minimum), attendance (75% minimum), and behavior (80%), eligible high school students graduate (at least 80%), promotion (80%) and stay in school rates (90%).

Communities In Schools is built on a foundation of five key principals that run beyond pure rhetoric, but drive the actual work done by each CIS direct service provider, on schools campuses working with children from grades K thru 12. Of the children at-risk of academic failure many, if not all, do not have a trusting relationship with a caring adult. They do not have connection to someone that will (or is able to) listen, protect and serve their best interest. Often that lack of adult support then compromises the innate child need for three meals a day, medical care, and physical/emotional/mental safety. When the basic human services are lacking, the importance of a math test becomes irrelevant, and subsequently the question of "what do you want to be when you grow up" is either ignored or a deemed implausible. Without the ability for every child to become whatever they dream they can, we limit our capacity to evolve into exponentially greater generations. There are students who have become used to failure, or overly familiar with the concept of what they "get" as a result of their misfortune. This breeds a culture of unwarranted reward and sense of dependency. When children learn to not only accept assistance, but also give back, they learn the nature of reciprocity, philanthropy and altruism as a character trait. These five elements of basic truths are what keep the program facing true when implementing services directly on campus.

uponWith CIS as the hub, student interventions are targeted and focused to the individual needs of the child, and all that influence that him/her. Absent the confines that many schools face with regard to time and resources, CIS is the year round link that connects school to community to business to whatever is needed to help. Communities In Schools of the Dallas Region provides services in six primary areas: academic support, cultural enrichment, health/social services, parent/family engagement, college/career prep, and socialization/character building. As each child is identified to have a need, a barrier to their ability to focus on their academics and age appropriate child development, the CIS classroom is the first step to resolution. A teacher may notice that a child once vibrant and engaging has become reclusive and angry. Another student may have a history of failure on standardized tests, putting promotion at risk. The increase in truancy,

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By TEA staff person:

abhorrent behavior and disenfranchised families are all part of the overall mandate for CISDR to improve grades, reduce disciplinary referrals and increase attendance, all of which result in dynamic transformational outcomes.

The program employs a team of degreed professionals with backgrounds in education and/or social sciences. Every student recommended to CIS is result of a teacher, parent, friend, faculty – anyone who finds a child in need of help. From first meeting, the CIS site coordinator is assessing and developing a plan of action to address what is broken. During the day, on campus, activities range from individual tutoring to talk therapy small group interaction to home visits to engage a disconnected family. CIS ensure students have everything they need to work to their potential – at times it may be clothing or school supplies, or more complicated facets such as a better grasp of core curriculum or an untended mental health issue. Before any of this begins, parent consent and release of information is obtained to ensure that child's parent is a part of the solution from day one. This consent also allows for access to student records – test grades, attendance, behavioral reports – better allowing staff to ensure relevant impact and course correct interventions immediately when necessary, making every 6 or 9 week report card an academic pulse check. CISDR's daily presence on campus becomes integrated into the fabric of the school culture; a teacher's resource, a principal's community liaison and a student's advocate in understanding, and executing, what works to help them.

The extension of services into the after school/out of school time range is based on the needs of the local community. During the 2015-16 school year, the needs assessment proved that with nearly 36% of students residing in single parent households, the need for quality after school care has become an increasing necessity with over 90% of those parents working more than 25 miles from home. The cost of afterschool care which extends to 6:30 is prohibitive to many, more so a program staffed by individuals whom they trust and are well established to offer more than simply homework help. Via this same needs assessment, CISDR has also discovered a 2% annual growth in "petty crimes" occurring in the neighborhoods surrounding our targeted campuses, these include, but are not limited to shoplifting, fighting (public disturbances), noise complaints and defacing public property. These statistics combined with the increase of students reported as homeless and parents disengaged with the campus to which their children attend, show a steady growth with indicators similar in progression to those in other part of Dallas County with the same student/parent and school demographic. Historically, those campuses did not offer any support via a community based out of school time structure nor any parenting guidance/support initiatives.

The CISDR ACE proposal encompasses the following attributes for successful outcomes for participating students:

1. Full-time staff to develop, implement, and manage the overall campus based during and after school requirements and coordinate activities.
2. Quality in-school / after school service delivery system to meet the diverse needs of the school and students.
3. Services developed and provided to meet needs of at-risk students.
4. Campus Service Delivery Plan Agreement that details roles and responsibilities between CIS and the campus.
5. Campus Needs Assessment to identify the gaps, services, and resources necessary to meet the needs of the students and campus, and promote campus improvement.
6. Campus Service Delivery Plan that addresses the needs assessment to implement a quality in-school delivery service system that meets the diverse needs of the school and students.
7. Activities that promote and support college and career readiness, mental health, and other agency priorities.
8. Community involvement through partnerships with private sector organizations, businesses, government agencies, community, faith-based organizations, service organizations, and public schools to deliver needed services.
9. Coordination and collaboration with the schools, social-service agencies, and the community

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On this date:

By TEA staff person:

<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 17520441175			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$419,000	\$	\$419,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,500	\$	\$1,500
Schedule #9	Supplies and Materials (6300)	6300	\$11,000	\$	\$11,000
Schedule #10	Other Operating Costs (6400)	6400	\$9,000	\$	\$9,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$	\$	\$440,500
Percentage% indirect costs (see note):			N/A	\$13,000	\$13,000
Grand total of budgeted costs (add all entries in each column):			\$	\$	<b>\$453,500</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$453,500
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$22,675
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 17520441175			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1		\$38,000
5	Site coordinator (required)	21		\$340,000
6	Family engagement specialist (required)	1		\$35,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	SMART/STEM Curriculum Manager		1	\$10,000
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$96,000
27	61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs			\$
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$419,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

<b>For TEA Use Only</b>	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 17520441175		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$1,500</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$1,500</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

<b>For TEA Use Only</b>	
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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 17520441175		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$11,000
<b>Grand total:</b>		<b>\$11,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

<b>For TEA Use Only</b>	
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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 17520441175		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$9,000
<b>Grand total:</b>		<b>\$9,000</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 17520441175			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>5,947</b>	
Category	Number	Percentage	Category	Percentage
African American	773	13%	Attendance rate	95%
Hispanic	4,698	79%	Annual dropout rate (Gr 9-12)	1.8%
White	535	9%	Students taking the ACT and/or SAT	87%
Asian	178	3%	Average SAT score (number value, not a percentage)	1208
Economically disadvantaged	4,876	82%	Average ACT score (number value, not a percentage)	18
Limited English proficient (LEP)	2,319	39%	Students classified as "at risk" per Texas Education Code §29.081(d)	74%
Disciplinary placements	124	2.1%		

**Comments**

Click and type here to enter response.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	318	13.5%	No degree	26	1.1%
Hispanic	629	26.8%	Bachelor's degree	1705	72.5%
White	1289	54.8%	Master's degree	603	25.7%
Asian	58	2.5%	Doctorate	16	.7%
1-5 years exp.	810	34%	Avg. salary, 1-5 years exp.	53,036	N/A
6-10 years exp.	623	26%	Avg. salary, 6-10 years exp.	63,948	N/A
11-20 years exp.	485	20%	Avg. salary, 11-20 years exp.	85,187	N/A
Over 20 years exp.	212	9%	Avg. salary, over 20 years exp.	66,715	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	92	661	654	658	695	608	634	859	818	816	0	0	0	0	6495
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL:</b>	92	661	654	658	695	608	634	859	818	816	0	0	0	0	6495

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process by which CISDR will assess for current provision of quality afterschool support to the Irving ISD, will be based on both the natural synergy and 15 year relationship CISDR has with both the school district and it's surrounding community. During annual review, CISDR conducts a climate survey and will do so with adjustment and modifications according to the scope of this grant.

The CIS program (CISDR) is mandated under TEA (Legislative Budget Board designation XXX) to provide school based services which address the needs of at-risk K – 12 students by providing integrated student supports on campus daily. The organization is authorized to perform preventive and intervention based services which improve academics, attendance and behavior. Information is provided by district and school campus leadership to provide an overarching climate snapshot of their campus history, population, demographics, interventions already in place and campus improvement plan (or Annual Yearly Progress) aggregate needs. Individualized student information is collected upon the release of parent informed consent, from the campus PEIMS coordinator which will include test scores, attendance, behavioral reports, retention and promotion history and family's socio-economic status.

In step one, the process in identifying the needs and available resources is based on an initial thirty day Campus Reconnaissance and Planning initiative which measures the gap between the two. A seventeen page Campus Service Delivery plan is reviewed with the following individuals/entities and seeks to delineate need in the following areas:

1. Campus principals on elementary, middle and high school campuses – CISDR explores the number of students on campus who are identified as at-risk per the TEA campus list.
  - a. Of those children how many students participate in after school care (both provided by the district or by a third party (pick up to outside location or hosted in house).
  - b. CISDR will also obtain information regarding those children who are listed on the at-risk under the following indicators
    - i. Failure to pass core classes or state standardized tests
    - ii. Reading below grade level
    - iii. Promotion & retention history
2. Campus faculty – what third party/district providers/school offered providers are already on campus, available to current students, and provide after school care which:
  - a. At no cost
  - b. Assures both proven quality care and academic services in alignment with current TEKS curriculum
  - c. Provides parenting support and education to all participants
3. Campus faculty, leadership, community liaison, PTO – which third party, off site, are available to families:
  - a. At no cost
  - b. Provide transportation (at no cost)
  - c. Assures both proven quality care and academics services in alignment with current TEKS
  - d. Offers parenting support and education to all participants
4. Based on the culmination of data above in 1- 3, CISDR will conduct, alongside and in accordance with district policy, systemic needs surveys of families (via electronic survey and focus group) to ascertain the desire for and availability of quality after school services which are:
  - a. Free
  - b. Offered in convenient location
  - c. Focus on academics
  - d. Provide family educational support
  - e. Share relevant campus data with parents
  - f. Provide tutorials for parents in key areas of student progress, community resources and safety updates

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Quality after school care in convenient location and desirable hours from dismissal to 630pm	The CISDR ACE program would provide quality after school care to students on campus (no transportation needed) from dismissal to 6:30pm. Parents will be provided updates via daily journals and open communication regarding campus updates, student progress and additional needs
2.	After school care with a focus on academics which aligns with campus based curriculums	The CISDR ACE program will provide services to the campus and students during the school day which will in turn align the afterschool curriculum to what is going on after school. The program would be included in the curriculum building and design elements with faculty/staff, as well as connecting the students daily work. The program will also provide remedial assistance to bolster success by year end
3.	After school care by a trusted and vetted entity that would develop and hold a relationship with campus, students and families – entrusting parent support throughout the school year	The program will provide parenting support which will help parents understand the needs of their children. Services offered will include both campus based Parent Centers (social services, community resources, access to student portal and updates to campus regulations). Home based services, education and support will be provided to help those who do not have the time (or inclination or availability to visit the campus)
4.	After school care which addresses the key elements & relevant barriers to student success	CISDR ACE program will incorporate the use of a SMART/STEM curriculum coordinator who will ensure the use of real time, engaging subject matter that aligns to campus strategies already in place. CISDR ACE will also collaborate with local law enforcement, mental health facilities, social service organizations to contribute to the next needs assessment (Winter 2016) and assist parents in developing a plan to address their needs in real time
5.	After school school care that extends beyond simply academics pursuits	CISDR ACE will address the barriers to attendance, classroom behavior, character building, college and career exploration, assessment of student's socio-emotional health and critical thinking skills that will use and become essential outside the scope of the ACE program

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**Schedule #14—Management Plan**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Degreed professional with 4-6 years experience with campus based interventions, inclusive if direct services provision, supervisory skills and minimum 2 years with CIS integrated student support implementation, and no less then one year successful experience in after school/summer/out of school time campus based support. Parenting education, family education and high risk family support experience needed as well as staff professional development and supervision required.
2.	Site Coordinator(s)	Degreed professional with 2-4 years experience minimum working with children in a classroom or educational setting. At least 1 year experience with at-risk students in academic setting with afterschool aspect. Ability to work extended at the end of the campus day and engage with parents as necessary
3.	Family Engagement Specialist	Individual with at least 2 years experience working with high risk, high need parents and families. Parenting advocacy, home visits and child development education necessary aspect of role. Comfort and agility in the field as well as knowledge of community based resourcesto be of benefit to parents, gaurdians, grandparents, etc
4.	SMART/STEM Manager	Provide coaching to site coordinators in curriculum alignment to school based TEKS models, address math/science curriculum in a manner that is inclusive, engaging and condusive to the afterschool model
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Establish advisory committee	1. Advertise invitations to CISDR ACE advisory board	08/01/2016	08/05/2016
		2. Community informational meeting	08/15/2016	08/15/2016
		3. Establish membership and schedule	08/20/2016	08/22/2016
		4. Finalize rules & bylaws	08/01/2016	08/30/2016
		5. Host first meeting of CISDR ACE advisory board	09/10/2016	09/10/2016
2.	Enroll ACE students	1. Development of CISDR ACE campus plan	08/15/2016	08/25/2016
		2. Review previous year's CIPlan	08/01/2016	08/15/2016
		3. Present ACE guidelines/expectation to faculty	08/15/2016	08/25/2016
		4. Final orientation of ACE site site and staff	08/25/2016	08/25/2016
		5. Engage parents on campus & via mailing	08/15/2016	08/25/2016
3.	Establish performance baselines	1. Enroll students with initial academic, behavior data	08/20/2016	09/15/2016
		2. Create student file and goal sheet	08/25/2016	09/10/2016
		3. Collect consultation data from faculty/teachers	08/28/2016	09/05/2016
		4. Create service plans for each student	09/01/2016	09/30/2016
		5. Involve students and parents in short/long golas	09/01/2016	09/30/2016
4.	CISDR ACE assessments	1. Stakeholder assessment surveys 1	10/15/2016	10/30/2016
		2. Student progress reports	09/20/2016	09/30/2016
		3. Stakeholder assessment surveys 2	01/20/2017	01/30/2017
		4. Mid year evaluation	02/01/2017	02/07/2017
		5. End of year evaluation	04/28/2017	05/20/2017
5.	Summer program	1. Collect end of year grades & data	06/01/2017	06/05/2017
		2. Advertise summer hours	04/15/2017	05/31/2017

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISDR provides quarterly stakeholder surveys which assesses not only quality assurance, but the timely exchange of new information, showcase of student progress and community changes which may impact families.

The CISDR ACE program will present parents and stakeholders will the initial year's goals, objectives and methodologies. Newsletters will be provided to families, teachers and community investors on the process as well as invite them to attend community meetings once per semester.

The established advisory committee will review the results of quarterly electronic surveys and student focus groups to ensure the program is in alignment with project goals and initiatives

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISDR has a 30 year relationship with the local proposed service community and the school districts involved. The campus sites are able to off set the reduced funding portions to extend the project thru the subsequent possible years. CISDR has historically utilized a diversified funding stream which takes into account not only grant funding, but also district cost share, individual donors and the TEA allocation for CISDR use. Though funds cannot co-mingle in terms of federal dollars and ACE funding, nor can they supplant existing services, the grant structure in place will provide an enhancement and expansion based on local needs. As CISDR will provide services that bridge school day and after school time, this unique position will encourage funding support that extend beyond the school day, re-shaping the way the community interpretes the school day & role of all facets of the campus.

What will assist in that sustainability will the ongoing communication with parties involved – this will help pass on the message that the services are needed. Long term support and commitment will be developed and built upon by ensure inclusion on their investment – this is done by defining and offering as much clarity and information as possible on the process, challenges and successes of the program.

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<b>Schedule #15—Project Evaluation</b>		
County-district number or vendor ID: 17520441175		Amendment # (for amendments only):
<b>Part 1: Evaluation Design.</b> List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	Parent quarterly surveys	1. Electronic surveys quarterly – ease of iPad use in pick up lines (paper as well) 2. Assurance of quality time and content of interventions 3. Increase of parent awareness of school policies, procedures and indiv data
2.	Campus faculty consultation assessment	1. Quarterly submission of teacher consultation notes on identified children 2. Increased parent communication with teachers via various media 3. Increased awareness of ACE CISDR interventions & activities
3.	Student participant focus group	1. 100% student participation in group project assessment 2. Use of 20% of student input into project experience during the year 3. Student suggestions of adjustment based on shifts in need
4.	Dallas After School Network center visitsn (3 <sup>rd</sup> party)	1. Quarterly assessments of space for safety & accessibility 2. Assessment of quality services & interventions 3. Assurance of stakeholder input into program implementation
5.	Student file compliance audits	1. All student files are well documented & complete 2. 30% of student files are randomly audited every quarter 3. Unscheduled audits occur at center with decreasing % of adjustments
<b>Part 2: Data Collection and Problem Correction.</b> Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
<p>At program initiation, a baseline will be created for those students referred to the after school program. The collaborative nature of the CIS program &amp; their staff relationship with students, parents and teachers allos access to student grades, behavior and attendance reports. Baseline data is input into the secure TEA databased (CISTMS) at the first progress reports (3 weeks into the start of school), assessments are measured every 6 or 9 weeks thereafter (depending on the school district's reporting cycle). Weekly consultation meetings will occur between CIS 21<sup>st</sup> Century staff and school faculty based on the attendance roster of students attending the after school project. The purpose of the collaborative meetings will be to measure incremental progress and determine the impact of the after school interventions on key academic indicators. Findings will be used to adjust those interventions and re-formulate the approach (for example, if a child is basedlined at a 55 in math, and after 3 weeks of a combination of classroom, CIS daytime campus based work, and CIS 21<sup>st</sup> Century after school participation – there is no improvement or a regression, the consulation meetings will suggest new interventions/approaches and tools to be used during the after school session). This format will repeat itself throughout the school year to ensure quality and progressive improvement for every child.</p> <p>This information will be presented to the advisory committee twice per semester – which will include the number of students and progress made from baseline to date. Advisory committee newsletters will be published on the organization's social media pages as well as shared with school district providers and partners.</p>		

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School day services with students identified and authorized to participate in bridged after school component of care. Activities funded will include the provision of after school programming of which the activities will bridge from the school day (building relationships with the students, staff and community) then saturation into the after school component of the project. Students will not travel off site, as services will be provided as a continuation of their school day and remain on campus.

Services will include a four pronged approach which will supplement the academic day, which will be new to the identified campuses:

1. Daytime support to teachers (identifying students in need of additional support via after school project enrollment. Report back to teachers with what works and does not in terms of interventions/approaches)
2. Daytime / afterschool support to parents (the family engagement specialist creates a Parent Resource Center on campus, in the space provided to CIS. This location will allow parents to find easy access to a computer, applications to assist with food, clothing, housing and other basic needs. There will also be postings regarding parenting education and support groups as well as local events that would benefit parents and their children)
3. School academic support (provided to students at no cost – CIS 21<sup>st</sup> Century staff will provide quality after school programming that will assist with homework completion, test prep, social skill building, college and career preparatory engagement and critical thinking skill development clubs (chess))
4. Engagement of local community resources to the CISDR ACE program will ensure families feel the project has their best interest in mind outside the classroom as well as foster a sense of community responsibility. For example, local police officers, student resources officers, magistrates will present on issues that families are facing and how they can improve the community, the school and their child's sense of safety. Family Forest Night, would be another example of parenting joining each other on campus discuss ways to better connect to the school campus, support each other and network.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The CISDR ACE program will release press statements, letters to the editor, social media and blog post to continually engage the community in center events, locations and projects within.

Announcements will also be released from the advisory committee via newsletter to the campus community, as well as posters and emails announcing community meetings hosted by CISDR ACE

All of these communiques will include, but it not limited to :

1. Center topics for review
2. Center opportunities/challenges and requests for volunteers
3. Center locations, capacity and end of year goals
4. Special guest speakers or invitations to the community to showcase student event

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed CISDR / ACE activities are expected to improve both campus climate and student success by creating learning environment that is measured, inclusive and timely. Interventions are measured based on CISDR's systemic use of "benchmark indicators" as CIS ACE will assess grades, progress, etc 6 week intervals to ensure we are on target and on track to improving individual student data. Adjustments will be made to both daytime campus activities and after school interactions to improve where outcomes are lacking.

CISDR / ACE will improve campus morale and climate with presence of parent support centers, integrated educational informational objectives that will benefit students and faculty alike. By keeping the campus informed and ready, it will breed a sense of inclusion as teachers will be able to adjust lesson plans and move forward with confidence that students will benefit from addition support after school, that parents will be on campus or met with in the community to brought up to speed on campus events and their child's performance measures. Remedial time will decrease in terms of coping with the tertiary items which cause distraction from the goal at hand.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This project will collaborate with other local, state and federal entities that are providing services either on campus or in the local community:

1. Partnerships established within CISDR will expand into and be easily accessible the proposed program inclusive of, but not limited to :
  - a. Health and Human Services Council – which trains local non profit partners in assisting high need families in completion of food and insurance applications (food stamps, Child Health Plus, etc)
  - b. Dallas After School – the local evaluation arm of the local out of school movement. As an evaluation partnership assists CISDR in connecting TEKS material to after school programs as well as evaluates the quality and safety of the project
  - c. The availability of mental health and related behavioral health services will be made available via the formal CISDR organizational partnership with Dallas MetroCare
  - d. Basic needs services – North Texas Food Bank and the affiliation of local churches and social groups connected to CISDR will transition into the ACE program to provide seamless support to these new schools' environment.
  - e. School based entities already in place such as AVID will benefit from the additional level of support, guidance and referrals provided with CISDR ACE on campus. As our populations are similar, this project will dovetail nicely into an integrated and unified message of "one stop shopping for parents"

These programs, working in coordination with the proposed program will alleviate the need for the program to seek out, vet and connect new entities in support of the project. These will be made available based on the skill set and scope of collaborative work already invested and utilized by the CIS organization

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The activities proposed will meet the measures of effectiveness described based on the set of measures established for the grade levels supported by the TEA and the curriculum benchmarks therein. CISDR ACE will deliver innovative and engaging services to students that expands the school day, thereby showing parents that learning does not have to stop once the school bell sounds.

Through the CISDR partnership with the Dallas After School Network, a research based out of school time consultant to non profits, CISDR has first hand knowledge of the need for 1) targeted and creative quality activities that align with campus lesson plans and 2) the solid coordination and implementation of the logistics, in a timely and accessible manner.

Based on the "What Works Clearinghouse Regarding Out of School Time Measures" published by the Institute of Educational Sciences 2012 the key elements to ensure this is executed in a manner that sustains results, CISDR ACE will utilize key recommendations in this proposal strategy (which will be mapped out via the later developed logic model)

1. Maximize the use of the school day bridge – continuing services into the afterschool model
2. Encourage student participation and attendance – consistent presence fosters results
3. Instruction will be adapted to both an individualized and group style model – to be inclusive of remedial needs of some students
4. Provide experiential learning opportunities – which will translate what is learned in the classroom to what happens in their community and the world around them
5. Assess the program performance using data to adjust and improve the quality of the program
  - a. Formative data will be used to determine how the program has progressed based on the integrity of the model and the structure therein
  - b. Summative evaluation will look at how close we are to the model, in achieving the measurable outcome or goals

The internal mechanisms for #5 will be the incorporation of tools in place by CISDR to measure fidelity to the model (audits and surveys) but with high levels of consistent feedback in terms of program improvement. Student outcome data (grades, attendance and parent participation) will also be used to determine if and why students and parents return to the program (aside from the need for after school care)

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
- ☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The partnership between local educational agencies, community based organizations is formalized via a combination of annual campus planning assessment and letter of service agreement completed no later than August every year. Connections to local community service providers are based community membership in organizations such as Children at Risk, Dallas After School, Commit and MetroCare. The duality of those relationship are such that CISDR shares the organizations expertise in school based interventions, and providers offer aspects that can alleviate the stressors that factor into a school campus.

CISDR also provides support, presentations and data to the Region 10, Educational Service Center. Encouragement received by and insight provided to CISDR is of great assistance in spreading the message of what CISDR can do for high need, at-risk children who are performing below grade level or in need of remedial assistance.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment exploration found that beyond the scope of simply needing quality after school programming, the proposal is able to connect the needs to the applicable resources available to parents and students, as well as campus faculty

Resources available to each proposed community learning center include, but are not limited to :

1. North Texas Food Bank – meals for children on the weekend via the Food for Kids project – of which CISDR is a partner provider group
2. Dallas After School – ensuring the quality of student interventions and relevant detail with regard to performance measures
3. Communities In Schools – parents are in need for low cost or free goods and services (school supplies, medical care, referrals to local businesses). CISDR ACE will also be the provider of quality out of school care to the campus/families - but also able to connect them to other available resources in the community
4. MetroCare – mental health services
5. Local independent school district – the centers will be housed conveniently on school campuses where the students already attend school every day. By extending the use of space and ensuring the availability of teacher and support staff to guide the curriculum this asset proves to be in alignment with the needs of the campus culture.

For each resource brought forth and provided to parents and campus, it will be evaluated to determine it's long term value and how it can create the dynamic shift needed to support students outcomes. Should a survey or audit find it is not as beneficial as it may seem, it will be downshifted and other resources put in its place.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Communities In Schools will use the best practices established via the vary nature and scope of work of the CIS model. As the nations largest and most successful drop out prevention program, CISDR is uniuquely positioned to address the needs of at-risk students and their families based on the community school model. The activities that will complement and enhance the proposed project and enhance academic performance and achievement as well as college /career prep.

Via this proposal CIS will bridge the school and after school day for students in need of quality after school care based on the 5 basics premise of the CIS model, which will be integrated into CISDR ACE:

1. One to one relationship with a caring adult
2. A safe place to learn
3. A healthy start in life
4. Opportunity to explore college and career
5. A chance to give back to their peers and community via service learning

The core element of services provides will fall under the categories of the CIS service model interventions

1. Academics enrichment & support – quality intentionally aligned academic focused support based on the curriculum driven by the school campus
2. Family / parenting education – connecting the parents to a the needs of the child and to address any barriers the family may face in meeting their goals
3. College and career engagement – every child, regardless of grade level will enter into conversations regarding college and caereer as well as create a plan for themselves based on reality
4. Enrichment – children will be driven to play and behave as children, learning to be social as well as develop skills such as patience, compassion, and fair play
5. Health and human services – every child and their family connected to CISDR ACE will have the opportunity to seek assistance and support from the network of CISDR providers to help with basic needs such as housing, medical and dental care, food clothing, etc
6. Supportive Guidance – children will receive mentoring to address issues that create barriers during the school day. Mentoring and connection to a volunteer is one aspect of the CISDR ACE proposal will address with each child to hone and expand their emotional intelligence and help them cope with aspects that may be causing them stress

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

The CISDR ACE program will launch and place in motion the sustainability plan at the time of the potential ACE grant award. Fundraising is an ongoing objective of this organization to not only sustain work and build capacity, but also the impact of the work at hand in this proposal. Growth and replication of positive, broad based activities foster support from CISDR financial supporters for over 30 years.

CISDR garners funding from a variety of sources, including corporations, philanthropic foundations, governmental organizations, private individuals, and fundraising events, to ensure long-term financial sustainability. We have a dedicated Board of Directors comprised of community and corporate leaders who help to leverage resources through connections with prospective partners, donors, and volunteers.

CISDR also receives an allocation from the Texas State Legislature, passed through and managed by the Texas Education Agency. School districts are another important source of funding, as each participating entity provides cost share of sites they identify as highest need, including but not limited to the local school districts named in this proposal. It is clear in the understanding of this proposal that the award decreases each year, and every entity is able to off set those costs during the progressive growth in this grant cycle.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed CISDR ACE program would solicit feedback from the community as the organization currently does, via focus groups, social media voting and constant contact e-surveys to measure the implementation of educational initiatives locally and how they are impacting the local climate.

The create of the CISDR ACE Advisory Council would commence upon grant award and pull from the population we currently serve in the communities proposed by the project. This would include public announcements inviting parents, teachers CISDR alumni and staff, with holding positions from CISDR executive board to serve on the council to ensure issues and topics discussed are in alignment with our mission, and methodology. CISDR partners and providers would also be invited to participate sending representation from the needs assessments conducted earlier in the school year (housing, health and human services, employment, law enforcement, etc) a complete rubric including roles, demographics, tenure etc would also be maintained to ensure diversity to match the population we serve.

Using a SWOT approach (strengths, weaknesses, opportunities, threats) the Advisory Council will meet once per quarter with the primary responsibility to:

1. Assess and evaluate the integrity of the model
2. Create and launch the annual program strategy
3. Assess the quality, scope and impact of interventions inclusive of saturation impact
4. Review and provide working plans in reference to stakeholder surveys
5. Explore ongoing community service gaps and how the current program in place can be tailored to meet those needs

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An on-campus, full-time CISDR professional is responsible for day-to-day program implementation, working directly with each student as well as school administrators and faculty, community agencies, and parents/families. Their daily work covers a full range of student services based on six main components: supportive guidance/counseling, health and human services, parental and family education, college and career exploration, cultural enrichment, and academic support/tutoring. A student's progress in academics, behavior, and attendance is measured every 3-6 weeks, and interventions are adjusted to ensure relevant and impactful outcomes for each student as the year progresses. Each academic year culminates with summer enrichment activities designed to keep students engaged and avoid learning loss during those unstructured months. Ultimately, CISDR is a part of the fabric of each school campus and the surrounding community, and students and families have ready access to caring, trained staff every day during the school year and into the summer.

Each Center Coordinator is supervised by the CISDR ACE program director, but will receive clinical supervision from Field Supervisors, Program Curriculum Advisors (STEM), Data/Compliance members, and mental health specialists to ensure they are receiving the training and support needed based on their personnel performance measures. Each staff member will receive 35 hours of professional development per school year to address issues pertinent to their scope of work.

Communication with each center is daily (via phone call) to acknowledge arrival and departure and to update the director with any significant changes or updates to normal operating procedure. Weekly site visits are conducted by not only the immediate supervisor, but also the administrative program team to ensure the staffer is not isolated in their decision making, and feel like they are a part of the larger entity with the same goal and purpose. CISDR ACE staff have 24/7 access to a supervisor at all times.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<b>Center Number: 1</b>	<b>Center Name:</b> Keyes Elementary		
<b>9 digit campus ID#</b>	057912109	<b>Distance to Fiscal Agent (Miles)</b>	15
<b>Grade Levels to be served (PK-12)</b>	K - 5		

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>	60
<b>Number of Adults (parent/ legal guardians only) to be served:</b>	30

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>Campus Name</b>	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

<b>Center Number: 2</b>	<b>Center Name:</b> Gilbert Elementary		
<b>9 digit campus ID#</b>	057912122	<b>Distance to Fiscal Agent (Miles)</b>	10
<b>Grade Levels to be served (PK-12)</b>	K -5		

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>	60
<b>Number of Adults (parent/ legal guardians only) to be served:</b>	30

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>Campus Name</b>	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 3****Center Name:**  
Lively Elementary**9 digit campus ID#**

057912112

**Distance to Fiscal Agent (Miles)**

11

**Grade Levels to be served (PK-12)**

K-5

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:**

60

**Number of Adults (parent/ legal guardians only) to be served:**

30

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>Campus Name</b>	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 4****Center Name:**  
Crockett Middle School**9 digit campus ID#**

057912042

**Distance to Fiscal Agent (Miles)**

13

**Grade Levels to be served (PK-12)**

6 – 8

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

**Total****Number of Regular Students (attending 45 days or more per year) to be served:**

60

**Number of Adults (parent/ legal guardians only) to be served:**

30

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
<b>Campus Name</b>	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A

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Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<b>Center Number: 5</b>	<b>Center Name:</b> Travis Middle School		
<b>9 digit campus ID#</b>	057912043	<b>Distance to Fiscal Agent (Miles)</b>	18
<b>Grade Levels to be served (PK-12)</b>	6 - 8		

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>	60
<b>Number of Adults (parent/ legal guardians only) to be served:</b>	30

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

<b>Center Number: 6</b>	<b>Center Name:</b> De Zavala Middle School		
<b>9 digit campus ID#</b>	057912048	<b>Distance to Fiscal Agent (Miles)</b>	19
<b>Grade Levels to be served (PK-12)</b>	6 - 8		

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>	60
<b>Number of Adults (parent/ legal guardians only) to be served:</b>	30

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A

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County-district number or vendor ID: 17520441175		Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>			
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Center Number: 7</b>	<b>Center Name:</b> Central Elementary		
<b>9 digit campus ID#</b>	057903103	<b>Distance to Fiscal Agent (Miles)</b>	22
<b>Grade Levels to be served (PK-12)</b>	K - 5		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>		60	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>		30	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.			
<b>Center Number: 8</b>	<b>Center Name:</b> Huffman Elementary		
<b>9 digit campus ID#</b>	043910120	<b>Distance to Fiscal Agent (Miles)</b>	26
<b>Grade Levels to be served (PK-12)</b>	K - 5		
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>		60	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>		30	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>
	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 17520441175			Amendment # (for amendments only):	
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 9</b>	<b>Center Name:</b>			
<b>9 digit campus ID#</b>			<b>Distance to Fiscal Agent (Miles)</b>	
<b>Grade Levels to be served (PK-12)</b>				
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 10</b>	<b>Center Name:</b>			
<b>9 digit campus ID#</b>			<b>Distance to Fiscal Agent (Miles)</b>	
<b>Grade Levels to be served (PK-12)</b>				
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>9 digit Campus ID #</b>				
<b>District Name (if different)</b>				
<b>Distance to Center</b>				

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**TEA Program Requirement 3a:** Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISDR provides services in six primary areas; academic support, cultural enrichment, health/social services, parent/family engagement, college/career prep, and socialization/character building. At the beginning of the school year, students are recommended to CISDR by teachers, school administrators, counselors, parents, or through self-referral. All CISDR students are designated as "at-risk" based on 14 indicators of deficiency outlined in Texas Education Code 29.08. As each child is identified to have a need, a barrier to their ability to focus on their academics and age appropriate child development, the CIS classroom is the first step to resolution. A teacher may notice that a child once vibrant and engaging has become reclusive and angry. Another student may have a history of failure on standardized tests, putting promotion at risk. The increase in truancy, abhorrent behavior and disenfranchised families are all part of the overall mandate for CISDR to improve grades, reduce disciplinary referrals and increase attendance, all of which result in dynamic transformational outcomes. Parent/guardian(s) must give written consent allowing for the release of school/personal data, and an initial assessment is used to develop a specialized service plan for each student.

An on-campus, full-time CISDR professional is responsible for day-to-day program implementation, working directly with each student as well as school administrators and faculty, community agencies, and parents/families. Their daily work covers a full range of student services based on six main components: supportive guidance/counseling, health and human services, parental and family education, college and career exploration, cultural enrichment, and academic support/tutoring. A student's progress in academics, behavior, and attendance is measured every 3-6 weeks, and interventions are adjusted to ensure relevant and impactful outcomes for each student as the year progresses.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**TEA Program Requirement 3b: Center Operations, Staffing and Schedule.** Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISDR ACE will place one full time degreed staff on the proposed campuses to address both the school day need of each child as well as the afterschool component - bridging the two components of the day with consistent and timely interventions

Staff will be present on site at each center from 10am to 6:30 pm (40 hours per week), for 39 weeks of the year, inclusive of 6 weeks of summer programming for students. The six week summer program will be a combination of review and/remedial assistance for all students – also giving them a chance to “get ahead” and prepare for the upcoming scope of work in the forthcoming school year. Parents will be invited to participate in certain key evening events whereby CISDR ACE will explore the families needs, concerns, etc for the upcoming school year, past years issues in search of resolution, and how parents can be of assistance to the child in the upcoming year via parenting groups and resources honed in the parent resources center.

Each Center Staffer will work with a group of students in collaboration with community volunteers and providers who will support the efforts of CISDR ACE via tutorials, activities, mentoring and enrichment programming.

**TEA Program Requirement 3c: Center Operations, Safety.** Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each CISDR ACE program will have posted copy of the operations and safety procedures, as well as the Operations Handbook/Manual which will clearly outline all operations and emergency procedures for the center. Each site staffer must successfully pass emergency first aid and CPR, as well as pass a clear TB test.

The manual will be used as the basis for safety orientation – with the following categories with special focus areas:

1. Site location , phone number and access point in a quick reference front page
2. Mandatory child abuse & neglect reporting
3. Exerpt from the Texas Good Samaritan Act (applicable when rendering aide)
4. Custody laws affecting the program and access to children therein
5. Statements of client confidentiality and FERPA regulations
6. Emergency communications
7. Communication to media
8. Emergency access and phone number tree
9. Active shooter, bomb threat procedures
10. Weapons on premises rules
11. Suicide, stranger on premises, kidnapping
12. Shelter in place procedures
13. Missing child
14. Where to find weather related information & response

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**TEA Program Requirement 4a:** Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISDR ACE activity planning will occur in conjunction with the school based prescribed curriculum per subject matter. One the TEKS points are defined per the school personnel, CISDR ACE will work to design the strategy which ensures compliance and progressive detail in terms of students progress. In terms of literacy, the activity planning and alignment would look like the example below, which would be approved by the campus faculty and teachers. Benchmark indicators would better define if the project is on the right track. Each tutorial track will be aligned to TEKS in the following format

Objective:

- The objective for the CISDR ACE Program is that all students in the program should be able to read on grade level or higher by the end of the school year.

Goal:

- The goal of *CISDR ACE* tutoring sessions is to strengthen the students' reading skills by focusing on letter and sound identification, writing skills, and reading comprehension levels

Program: Students in the *CISDR ACE* Reading Literacy Program

- meet one hour per week with a *CISDR ACE* volunteer tutor
- work to strengthen and improve skills needed for students to read more easily both silently and aloud.
- Work with *CISDR ACE* volunteers who conduct two 30 minute or one one-hour tutoring session(s) per week involving two Teacher Books per session.
- provide opportunities for parents and guardians to become involved with their child's academic success by inviting them to school events and sending home progress reports.

Components : *CISDR ACE* Reading Literacy Program is tied to TEKS Curriculum.

The required components of the *CISDR ACE* Reading Literacy Program are:

- Tutor Handbook and Sensitivity Storybook-The materials were developed for orientation of tutors, new and experienced, prior to working with students.
- Students- Teachers, reading specialists, administrators, and CIS professional staff should refer students to participate in the program.

Public Education Goal 1 of the Texas Education Code §4.002 "*The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.*"

- Tutors-volunteers and staff to fill the recommended 2:1 student to tutor ratio TEKS: Listening/Speaking/purposes. "*The student listens attentively and engages actively in a variety of oral language experiences*".
- Flash Cards- Each student receives ABC Flash Cards.

TEKS: Reading/phonological awareness: "The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds)".

- ABC Chart- An ABC chart is placed in a prominent and visible location for quick reference during sessions. TEKS: Reading/letter-sound relationships. "*The student uses letter-sound knowledge to decode written language.*"
- Expression Days- Days for students who have achieved all of the required steps. They take place twice per semester and include activities such as reading aloud, writing a poem and reading a book they have made by themselves. TEKS: Writing/purposes: *The student writes for a variety of audiences and purposes and in a variety of forms.*"
- Presentation Event- At the end of the year, students will read to invited friends, family, tutors and CIS professional staff and formally present their books to the library or classroom

TEKS: TEKS Listening/speaking audiences/oral grammar:

"*The student speaks appropriately to different audiences for different purposes and occasions*:"

- Incentives and Recognition- Blocks of Achievement, Stripes of Honor and Badges of Honor are used in addition to individual tutor comments and small tokens of achievement.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**TEA Program Requirement 4b:** Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CISDR has over 30 years experience working on campuses with the students who are struggling due to issues that may or may not have anything to do with academic performance. As such the structure and methodology used are ones that take those factors into account and structure the interventions in such a way that will meet the students where they are, regardless of performance level.

The primary goals of CIS are to help students who demonstrate early warning signs for dropping out of school, to improve in academics, attendance, and/or behavior and, ultimately, to stay in school and graduate. CIS works to meet the goals of the Texas Education Agency (TEA) to decrease retention rates, increase promotion rates, decrease dropout rates, and increase high school completion rates.

In order to effectively address the dropout problem and ensure student success, CIS implements a comprehensive model—the CIS Model—inclusive of specific key components that were developed in Texas to address barriers to success for students in the Texas school system. These components include professional full-time staff on each campus utilizing a holistic case management approach incorporating program strategies based on best practices, core values, which is tailored to each student. This combination ensures that the students served are successful in both participation and final assessment, which is ongoing. CIS of Texas also implements best practices in dropout prevention that are research-based and proven to be effective strategies for improving student achievement.

Based on the "What Works Clearinghouse Regarding Out of School Time Measures" published by the Institute of Educational Sciences 2012 the key elements in ensure this is executed in a manner that sustains results, CISDR ACE will utilize key recommendations in this proposal strategy (which will be mapped out via the later developed logic model) For those students who are in need of additional time and resources made available to them - it is possible by creating a strategy that is effective and individualized to the aspect of each student (which is created

1. Maximize the use of the school day bridge – continuing services into the afterschool model
2. Encourage student participate and attendance – consistent presence fosters results
3. Instruction will be adapted to both an individualized and group style model – to be inclusive of remedial needs of some students
4. Provide experiential learning opportunities – which will translate what it learned in the classroom to what happens in their community and the world around them
5. Assess the program performance using data to adjust and improve the quality of the program
  - a. Formative data will be used to determine how the program has progressed based on the integrity of the model and the structure therein
  - b. Summative evaluation will look at how close we are or the model, in achieving the measureable outcome or goals

The staff to student ratio will not exceed that of the classroom's 1:27, but in reality, once volunteers and mentors are onboarded and providing additional assistance, the ratio will be closer to 1:5, in order to provide effective interaction, following and assessment of the interventions in place.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**TEA Program Requirement 5a:** Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FEGS) plays a unique role within the CISDR ACE project team. The desire is always to provide more academic support to more students, but often times campuses lose sight of the subtle need for additional support at home, even in the realm of confidence building with parents. Reasoning would dictate a focus on reinforcing the core model, to a richer deeper prevention/intervention modality. Of the six service components mentioned earlier, the most challenging is the engagement and support of the family. To understand the complicated, and often difficult, constraints of parenting, more help than ever is needed to help parents "take back" their role of first teacher. In the 2011 University of Arkansas abstract, The Changing Nature of Parenting in America, we find evidence that over the course of the last 15 years, there is a direct correlation between student academic outcomes and the scope of parent engagement. This is not a matter of apathy, but of priority, patience and connection. Parents are increasingly isolated as employment and relationship dynamics have spawned the absence of the extended family. Advice, support and nurturing from grandparents, aunts, etc. are endangered, forcing young families to rely on themselves for help. The increased number of students enrolled in before and after school care has doubled since 2012, a direct result of the increased work day as the economy has forced families to spend more time away from home, thereby unable to enjoy the fruits of their labor and quality (or quantity) parenting time. The original concept of "latch key kids" has transformed to increased independence without the maturity to reason and make appropriate choices. The resulting "parenting stressors" finds parents more reactive than proactive, communication becomes increasingly negative or virtual, inconsistent interventions (lax, over reactive or both), increasingly harsh discipline, and often the need to silence the needs of the child by giving in to inappropriate responses to the word "no" (premise: "if I ground them and stick to it, aren't I, in effect, grounded too?") The FEGS assigned to CISDR ACE centers would also engage volunteers of parents - acting as a guide to navigate the social services needed to keep students focused and on target towards end of year promotion. The FEGS would guide and support families in high need, but also engaging and developing a team of parent ambassadors. Each family would also join a group of other like-minded families and parents to assist them in connecting to their community, develop bonds that expand beyond the scope of the project, in effect creating their new extended family. Parents want to be independent, they want to be their child's hero and this project support would allow them the "life coach" necessary to create their own futures. This aspect of the project will succeed due to frequent requests from school campuses for more education and resources for the families of the children we serve. Due to a lack of personnel and funding, schools have been unable to move beyond the scope of classroom time. CISDR's potential to : 1) increase parent understanding of school rules and regulations due to individualized coaching, 2) decreased number of students missing field trips and events due to lack of funds, 3) decreased number of students violating dress code, 4) increased number of newly transferred students supplied with materials and equipment needed to start classes immediately (via a CISDR ACE managed clothes & supply closets for students on campus), 5) increase number of students compliant with enrollment required immunizations, medications and annual dental care (CISDR Parent advocate coach budget, CISDR expanded partnerships with dental & medical providers/clinics accepting nominal fees).

**TEA Program Requirement 5b:** Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 17520441175

Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS will provide parenting engagement activities that range in a variety of venues and content:

1. Every center site will host a parenting resource center (PRC) which will contain information and guidance regarding school events, social service needs, job development, housing, child development strategies, and tutorials
2. Every center will host parent nights which will provide family dinner and child care as CIS engages families during key points of the school year. Parent Nights will cover topics in English & Spanish to address new school year issues, campus protocols, seasonal issues around the holidays, local resources with guest speakers, test preparation, etc. A member of faculty and school leadership will have a role on the evening agenda in addition to a member of the advisory committee.
3. Every center will provide families with home visits (for those who have difficulty attending campus based events). Sessions in the home will initially address certain key barriers to their child's success and how the program can assist by connecting them to area resources.
4. Parents will be provided the opportunity to join parent support groups, and received monthly newsletters to keep them apprised of campus and program level events. These group meetings and newsletters will provide the additional feature of tutorials on key elements of their children's educational process (for example, step by step guides on key areas where students are struggling in math or reading & how parents can help promote coaching or even take a CIS remedial course)
5. During home visits, CIS will explore the resources families have in the home to help drive forward what their students need to be successful in school. Does the family have a set of school supplies at home, is there a place to study, are there books and other reading material? CIS will encourage an environment whereby parents set an example and methods to encourage a household of readers – connecting parenting to partner organization who may assist parents in learning English or expanding their knowledge base.
6. Provide school based E-Night to walk parents through the developing computer based learning systems and how to access their child's grades and progress via the school district's parent portal.

CIS has a long history of engaging, connecting and foster a sense of community with parents and family members. By creating a culture of learning and connection, the community will step forward provide in-kind services and support towards the program. Family dinner nights, reading campaigns, math/science nights, "book buckets" which encourage parents to take a book from the CIS center at every visit to build their home libraries. CIS believes family, parents and gaurdians engage and want their chid to do well, so long as the family is happy, healthy and have hope that their life and/or condition will improve. CIS will push forward that belief through this program.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX		Amendment number (for amendments only):		
<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Tuancy</b>				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	X
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	X	X
K03	Conduct home visits by staff	<input type="checkbox"/>	X	X
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	X	X
K05	Provide mentor program	<input type="checkbox"/>	X	X
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	X	X
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	X	X
K08	Strengthen school/parent compacts	<input type="checkbox"/>	X	x
K09	Develop/maintain community collaborations	<input type="checkbox"/>	X	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	x
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	X	X
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	X	x
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	X
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	X	X
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	x	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	X
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	X	X
M05	Establish school/parent compacts	<input type="checkbox"/>	X	X
M06	Provide parenting training	<input type="checkbox"/>	X	X
M07	Provide a parent/family center	<input type="checkbox"/>	X	X
M08	Provide program materials/information in home language	<input type="checkbox"/>	X	X
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	X	X
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	X	X
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	X	X
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	X	X
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	X	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	X	X
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	X	X
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	X
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	X	X
N03	Provide mentor program for new personnel	<input type="checkbox"/>	X	X
N04	Provide intern program for new personnel	<input type="checkbox"/>	X	X
N05	Provide an induction program for new personnel	<input type="checkbox"/>	X	X
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	X	X
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	x	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	X
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	X	x

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County-District Number or Vendor ID: XXXXXX

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Part 1: Private Nonprofit School Contacts.** This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

**Total Nonprofit Schools within Boundary**Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **21****Initial Phase Contact Methods**

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☒ Email☒ Other method (specify): **social media****Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒**Total Nonprofit Participants**Total nonprofit schools participating: **0**Total nonprofit students participating: **0**Total nonprofit teachers participating: **0**No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

**Part 2: Consultation and Services.** Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

**Participant Consultation: Development and Design Phase Consultation Methods**

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:    # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:    # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:    # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:    # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:    # of teachers:			Activity #5 end date

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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